INTERMEDIATE ENGLISH 3

Activity Book

AMADEKAR

Ev pirtûk ji aliyê Komîteya Ingilîzî ve hatiye amadekirin.

LÊVEGER

- Komîteya Şopandinê
- Komîteya Fotoşopê
- Komîteya Redekteyê

Ev pirtûk ji aliyê Saziya Minhacan ve, wek pirtûka wanedayînê, ji bo dibistanan hatiye pejirandin.

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Unit 1

Punctuation

Punctuation

Punctuation is used to structure and organize your writing. There are 10 types of punctuation marks:

The Period

.

The period is the simplest mark to use. It is used at the end of a sentence. It is also used in abbreviations, like Dr. or Mr. It is also used for time abbreviations, like A.M. or P.M.

- Paris is the capital of France**.**

The Comma

,

The comma is used to break up sentences or create groupings of things. It is used to separate clauses or list a series of nouns, adjectives, verbs, or phrases. It is also used to introduce interjections.

- The American flag is red**,** white**,** and blue.
- I met him at the mall**,** we drank coffee together**,** and afterwards he went home.

The Exclamation Mark

!

The exclamation mark is used to express strong emotion, like anger, surprise, or excitement.

- I can't believe that**!**

The Question Mark

?

The question mark is used at the end of all direct questions.

- What is your name**?**

The Colon

:

The colon is used to expand on the sentence before it. It is often used before a list.

- He likes all types of music**:** jazz, hip-hop, country, classical, and pop.

The Semicolon

;

The semicolon is between a period and a comma. Semicolons are used in place of conjunctions.

- I like Joseph**;** he is a good friend.

Quotation Marks

" "

Quotation marks are used to talk about something someone said. A comma is used before or after the quotes.

- **"**I am going to Hasakeh tomorrow,**"** she said.
- She said to me, **"**I am going to Hasakeh tomorrow.**"**

The Apostrophe

'

The apostrophe is used to make contractions or possessives.

- She isn**'**t going to the beach with us.
- He is the dog**'**s owner.

The Hyphen/Dash

-

The hyphen, or dash, has two uses. It is used to create compound words and add emphasis. They can be used in place of parentheses or colons.

- She went to the anti**-**war protest.
- The students **–** all 50 of them **–** entered the bus.

Parentheses

( )

Parentheses are used for adding further explanation or an afterthought. It is used for words or phrases that are not part of the main idea of the sentence, but add more information.

- I visited Damascus **(**which was full of tourists**)** to see the National Museum.

- Write the correct punctuation mark in the blanks.

1. Did you spill juice on your shirt ___

2. Oh no ___ My brother will bring you a new shirt ____

3. She likes her sandwich with all of the toppings ___ lettuce___ tomato___ and mayonnaise.

4. Ali did not want to go to school that day ___ it was very cold.

5. __ I don't want to go to school today,___ he said.

6. Ronak should explain it instead of Walid __Ronak explains things better than he does__

- Write the correct punctuation mark in the blanks.

Yesterday __ I got a phone call from a boy in my class__ He was sick the day before__ he wanted to know what we talked about in class__ I told him what he missed__ a math lesson__ a history lesson on our country__ and a lesson on forests in English class__ After we finished__ I hung up the phone__

My friend was with me. "Why do you even talk to him__" She asked. __He is not nice. He is mean to people__ he throws his trash on the ground__ and I even heard that he smokes cigarettes!__

"I know__" I said. __I don't like him either. I just wanted him to get off the phone quickly.__

Then__ I looked down at my phone__ I saw that I had not hung up the phone after all. He could hear everything we were saying __ I was so embarrassed ___

Unit 2

The Farm

Grammar

Contractions

A contraction is a word made by shortening and combining two words. They are used in both speaking and writing.

All contractions include apostrophes. They are made by removing letters, adding apostrophes, and combining words. For example:

you + are = you're
you + ~~a~~re
you + ' + re
you're

Here are some common contractions:

I + will = I'll	can + not = can't
I + am = I'm	could + not = couldn't
I + have = I've	did + not = didn't
it + is = it's	do + not = don't
that + is = that's	does + not = doesn't
we + are = we're	is + not = isn't
it + will = it'll	should + not = shouldn't
we + will = we'll	was + not = wasn't
there + is = there's	had + not = hadn't
we + would = we'd	will + not = won't

- Sort the phrases in the box.

mules and plows	water pump
electricity	tractor
lanterns	open fire for cooking
well and bucket	clay ovens
gas stove for cooking	warm barns

Old Farm	New Farm

- Make the words in parentheses into contractions.

Grandson: _________ (I am) so tired today! It was a hard day on the farm.

Grandfather: _________ (you are) tired? Back in my day, _________ (we would) work from sunrise to sunset.

Grandson: Come on, grandpa, your work ________ (could not) have been that hard.

Grandfather: ________ (It is) much easier today. When I was young, we ________ (did not) have tractors or electricity. __________ (I have) spent days plowing the fields. We used mules and plows to plow the fields.

Grandson: Wow! I ________ (do not) even know how to use a mule and plow. __________ (That is) hard work.

Grandfather: __________ (We are) lucky today. There are so many tools that make our lives easier.

Informal contractions are contractions that are used in speaking. While they are not used in academic writing, they are very common in English conversation. They usually do not use apostrophes. Here are some examples:

going + to = gonna
want + to = wanna
kind + of = kinda (a little)
am/are/is + not = ain't
don't + know = dunno
should + have = shoulda
got + to = gotta
you + all = y'all

Examples:

I **wanna** go to the cinema.

He's **kinda** old.

Are **y'all** coming to the party tonight?

That **ain't** my job.

Unit 3

Forests

Grammar

Prepositions: At, In, On, For, To, From, Of

It can be difficult to know which prepositions for time and place to use in a sentence.

For: Used to talk about the reason for something. It is also used to talk about a length of time.

- I am really happy **for** you.
- I was in Ain Issa **for** two years.

To: Used to talk about direction or place. It is also used to talk about limits or show relationship.

- My friends went **to** the museum.
- The papers were stacked up **to** the ceiling.
- Your opinion is important **to** me.

From: Used to talk about the origin or start of something.

- She is **from** Homs.
- I took the bus **from** Hasakeh to Qamishlo.

Of: Used to show possession, talk about the number of something, or show reference.

- This is a picture **of** my mother.
- February is the second month **of** the year.
- There were hundreds **of** students in the school.

At: Used to talk about a place or a <u>specific</u> time (o'clock) in the day. It is also used for nighttime.

- Meet me **at** 6 P.M. tomorrow.
- There were many people **at** the hospital.
- The bat hunts **at** night.

In: Used for a <u>general</u> time of day (except for the night),months, years and seasons. It is also used for location.

- The Statue of Liberty is **in** America.
- We start school **in** September.
- I drink coffee **in** the morning.
- The weather is very hot **in** summer.

On: Used for a day of the week. It is also used to talk about something on the surface of something else. It is used for electronic devices (TV, mobile) and parts of the body.

- We will take the exam **on** Wednesday.
- The glass is **on** the table.
- I watched the news **on** TV.
- The ring was **on** my finger.

- Write the correct preposition in the blanks.

1. My mother came to visit me _____ Friday.
2. My teacher spoke ______ me after class.
3. She stayed _____ her room all day.
4. Pelda has a scar _______ her leg.
5. She was only in the room ______ five minutes.
6. The party started ______ twelve o'clock.
7. She was one ______ my best friends.
8. The store was closed _____ the afternoon.
9. Alan is ________ Tel Tamir.
10. Please put your jacket ________ the chair.

- Circle the correct preposition.

The Amazon Rainforest is the largest rainforest (at, in) the world. It spreads across nine South American countries and is over five million square kilometers. Millions (of, from) plant and animal species live there, like the jaguar and the howler monkey. The second longest river (for, in) the world, the Amazon River, runs through the forest.

The waters of the Amazon are full (from, of) interesting animals like the piranha and the Amazon dolphin. The rainforest is so big that some tribes living there have never seen the outside world. Sadly, the Amazon Rainforest is being destroyed (for, in) wood and land. An area the size (of, from) a football field is destroyed every second.

- Circle the correct preposition.

1. The poison dart frog emits a poison (from, at) its skin.
2. The poison dart frog's bright colors warn predators (for, to) stay away.
3. Poison dart frogs carry their young (on, in) their backs.
4. The jaguar is the largest cat (in, at) the Americas.
5. The jaguar is a symbol (of, at) the rainforest.
6. Anacondas can grow (from, to) five meters long.
7. The anaconda has eyes (on, of) the top of its head.
8. Anacondas can swallow animals whole. They eat many different types (from, of) animals, (of, from) turtles and mice to goats and even jaguars!
9. Piranhas live (in, on) the Amazon River.
10. Piranhas have dozens (from, of) sharp teeth.
11. Amazon river dolphins have the largest brains (in, of) any dolphin.
12. Though they usually live in pairs, Amazon dolphins can be found (at, in) larger groups.

Unit 4

Smoking

- Mark the statements as true (√) or false (×). If it is false, write the correct sentence.

1. Cigarettes contain many harmful chemicals. ☐

   ____

2. Smokers live ten years longer than non-smokers. ☐

   ____

3. Smoking doesn't cause any diseases. ☐

   ____

4. Smoking only kills 300 people every year. ☐

   ____

5. Cigarettes only harm the person who smokes them. ☐

   ____

6. Smoking harms the environment. ☐

   ____

- Write a letter to someone you know who smokes. Tell them why they should stop smoking.

Dear ______________,

____

____

____

____

____

____

____

From ____________________

Grammar

Imperatives

Imperatives are used for commands or instructions.

The second person "you" (plural or singular) is the invisible subject of the sentence; it is not written down or said.

Examples:

- Come here.
- Close your book.
- Listen carefully.

It can also be used in the negative, or telling someone **not** to do something:

- Don't eat that.
- Don’t go there.

It can be used to wish someone well or encourage them.

- Get ready.
- Feel better soon.
- Be careful.

You can make an imperative sentence more polite by adding polite words like "please".

- Give me the pen, please.
- Please follow instructions.

- Write the imperative verb in the blanks.

1. ______________ (to go) to class.

2. ______________ (not/to smoke) here.

3. ______________ (to read) the instructions.

4. ______________ (not/to be) late for school.

5. ______________ (to turn off) your mobile phones.

6. ______________ (not/to play) football in the yard.

7. ______________ (to do) your homework.

8. ______________ (not/to climb) the tree.

Unit 5

The Museum

Grammar

Present Perfect Tense

The present perfect tense is used to show the relationship between the present and the past. The time of the action is before now, but not specific.

Form:

Subject + have/has + Verb (3) (past participle) + complement

The present perfect tense is often used with the words **never** and **already.**
Never is something that has not happened before. It is put between **have/has** and the verb.
Already refers to an action that has happened before now. It suggests there is no need to do the action again.

Examples:

- Randy **has never been** to Lebanon.
- I **have already seen** that film.

The present perfect tense is also used with **for** and **since** to talk about periods of time. **For** is used to talk about a length of time, and **since** is used to talk about a starting point.

Examples:

- Khadija **has lived** in Rimelan **for** six months.
- I **have worked** here **since** 2010**.**

- Write the present perfect verb in the blanks.

1. We _______________ (visit) the museum before.
2. Salim ______________ (drink) two cups of coffee since this morning.
3. It ____________ (rain) a lot this year.
4. Jinda _____________ (play) the piano since she was a child.
5. The museum ___________ (be) free for a long time.
6. They _____________ (see) every museum in the city.
7. Three new museums _______________ (open) since 2015.
8. She _____________ (donate) thousands of dollars to the museum since March.

- Write the verb in present perfect tense in the blanks.

I _____________ (work) at this museum for ten years. Since I started working here, I __________ (open) the doors every single morning and ____________ (close) them every night. I ____________ (greet) hundreds of thousands of visitors to the museum in my time here. It ___________ (be) an interesting experience. I _____________ (see) many artifacts enter and leave the museum. I ____________ (clean) ancient tablets while the owner of the museum ______________ (tell) me wonderful stories about their history. Even though I am just a janitor, I know that I ______________ (play) an important role here at the museum. I am retiring this week, but I will always have happy memories of the museum.

- Write the missing word in the blanks.

1. The museum had skeletons from the **N**_____________ period – one of them was from 5000 B.C.
2. Though the museum has many writings, a lot of the older, more **a**_____________ ones have been lost.
3. The walls were covered with **m**_____________ made from tiny pieces of tile.
4. The stone **s**____________ of the princess was thought to be hundreds of years old.
5. The workers carefully lifted the valuable **a**____________ from the soil and put it in a box.
6. Hundreds of years ago, Jews living in the Deir ez-Zor region used to gather in the **s**________________.

Unit 6

Nature Reserves

- Sort the animals in the box. Write which nature reserve they live in.

fox	**crocodile**
green sea turtle	**stingray**
cheetah	**ox**
walrus	**polar bear**
seahorse	**lion**

Great Barrier Reef	**Northeast Greenland National Park**	**Kavango – Zambezi Transfrontier Conservation Area**

Grammar

Present Perfect Tense

Negative Form:

Subject + has/have + not + Verb (3) (past participle) + complement

- She **has not learned** that song.
- They **have not joined** the meeting.

Interrogative Form:

1. Has/have + Subject + Verb (3) (past participle) + complement + ?
2. Question word + has/have + Subject + Verb (3) (past participle) + complement + ?

- **Have** the students **passed** their exams?
- Why **has** Allison **forgotten** the words to the song?

The words **yet** and **ever** are often used with negatives and questions present perfect tense.
Yet is used in negative statements and questions for a period of time before now. It comes at the end of the sentence.
Ever is used for an unidentified time before now. Like **never**, it comes before the main verb.

- She **has not sold** her car **yet**.
- **Has** Osman **called** you **yet**?
- **Have** you **ever played** this game?

Do not use **never** and **not** together!
~~I haven't **never** played football.~~
I have **never** played football.

- Make negative statements from the sentences below.

1. We have urged them to protect the wildlife.

   We have not urged them to protect the wildlife.

2. Mr. Johnson has replied to them.

3. Vinda has given him a warning.

4. He has used the advice I gave him.

5. The bosses have replaced the broken machines.

6. The soldier has returned home.

7. Our family has enjoyed every minute of this vacation.

8. The girl has picked the flowers.

- Make questions from the sentences below.

1. The cat has followed me to school.

   Has the cat followed me to school?

2. You have reminded him about his homework.

3. The flowers have started to bloom.

4. The rain has stopped.

5. The Osso family has moved to Kobane.

6. My father allowed you to come over.

7. I have already worn that dress this week.

8. She has spoken to you about her party.

Unit 7

New York vs. London

Grammar

Stative Verbs

Stative verbs are verbs that express a state of being or possession, rather than an action. They usually refer to emotions, relationships, and senses. They are not usually used in the continuous tense, even when we are talking about temporary situations. They are used in the simple tense.

~~I **am disliking** this hamburger.~~
I **dislike** this hamburger.

~~I **am agreeing** with you.~~
I **agree** with you.

Some common stative verbs:

believe	agree
guess	dislike
imagine	love
remember	prefer
think	want
appreciate	feel
hear	understand
own	smell

- Choose the correct stative verb.

1. This pizza (tastes, is tasting) good.
2. What (do you think, are you thinking) about this fish and chips?
3. The restaurant (is smelling, smells) like fried chicken.
4. This shirt (feels, is feeling) very soft.
5. I (am wanting, want) a sandwich.
6. Ammar (is agreeing, agrees) with me.
7. My grandmother (remembers, is remembering) her childhood happily.
8. I (hear, am hearing) a noise.

Grammar

If the meaning of the verb is an action instead of a state of being or ownership, then the present continuous is used.

For example:

I **have** three brothers.

I am **having** lunch with my friends now. (The subject is eating with his friends).

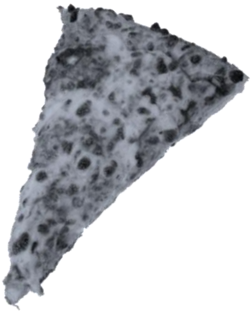
- Choose the correct verb tense.

1. I (see, am seeing) you.
2. I (see, am seeing) the doctor today.
3. You (have, are having) breakfast with his mother this morning.
4. They (have, are having) a pet cat.
5. My parents (think, are thinking) of buying a house.
6. She (thinks, is thinking) it is a good idea.
7. The chef (tastes, is tasting) the food now.
8. This cake (tastes, is tasting) delicious.

- Cross out the incorrect stative verb and write the correct form.

Because London and New York are very diverse cities, their food is very special.

When you look at New York's food, you ~~are seeing~~ ___**see**___ Asian, South American, Middle Eastern, Italian, and Jewish influences. When Americans are thinking _____________ of New York food, they are imagining _____________ the most famous food in New York - New York style pizza. New Yorkers are preferring ____________ a very thin pizza with a lot of cheese that is sold in enormous slices. Americans are loving __________ New York style pizza so much, that restaurants outside of New York will bring water all the way from New York to make their pizza dough. They are believing _____________ that the water makes the pizza taste like real New York pizza.



London's food is just as diverse as New York's food. For example, Indian food is a favorite in London. However, any Londoner is recognizing ___________ Britain's most famous food: fish and chips. Fish and chips is a filet of fried fish with french fries. Though not all Londoners are agreeing ____________ on how to make fish and chips, they all are knowing __________that fish and chips is a symbol of British culture.

Unit 8

Camping

Grammar

Possessive Pronouns and Determiners

There are two types of possessive pronouns: possessive pronouns and possessive determiners. Possessive determiners are used before a noun. Possessive pronouns are used in place of a noun.

Is that **your** tent? It is very similar to **mine.**

determiner (your) — **pronoun** (mine)

personal pronoun	**possessive determiner**	**possessive pronoun**
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

Note:

We don't use apostrophes after possessive pronouns.

~~Is that flashlight **her's**?~~
Is that flashlight **hers**?

We don't use possessive pronouns before nouns.

~~Many of **ours** friends were there.~~
Many of **our** friends were there.

- Choose the correct word: the possessive pronoun or possessive determiner.

1. Whose map is this? Is it (your, yours)?
2. Can you help me set up (my, mine) tent?
3. Is this compass (her, hers) or (mine, my)?
4. Give them (their, theirs) flashlight.
5. Don't forget to bring (your, yours) sleeping bag.
6. This campsite is (our, ours). You will have to go somewhere else.
7. Take this medicine to them. It is (their, theirs).
8. She said that you can borrow (her, hers) hiking boots.

- Read the dialogue. Draw circles around the possessive determiners, and boxes around the possessive pronouns.

Mervan: Are you all ready to go fishing? I brought our fishing poles. I borrowed them from my grandfather – they are stronger than mine.

Emily: I brought worms from my garden as bait. Did you bring your pan for cooking the fish, Idris?

Idris: Yes. But we have to be careful with it. My mother gave it to me. It is hers.

Mervan: How will we cook the fish that we catch?

Idris: Emily brought some oil from her house.

Mervan: Very nice. They make their own oil from olives. Theirs is much nicer than sunflower oil.

Emily: We are still waiting for Reber. I hope he brought his extra tent. I brought mine, but it is not as good as his.

Mervan: Yes. Yours is very small and its zipper is broken.

- Mark the statements as true (√) or false (×). If it is false, write the correct sentence.

1. Mervan borrowed fishing poles from his grandfather. ☐

____

2. Emily brought the pan for cooking the fish. ☐

____

3. Emily brought sunflower oil to cook the fish. ☐

____

4. The three friends are waiting for their friend Reber.

____

5. Emily's tent is better than Reber's.

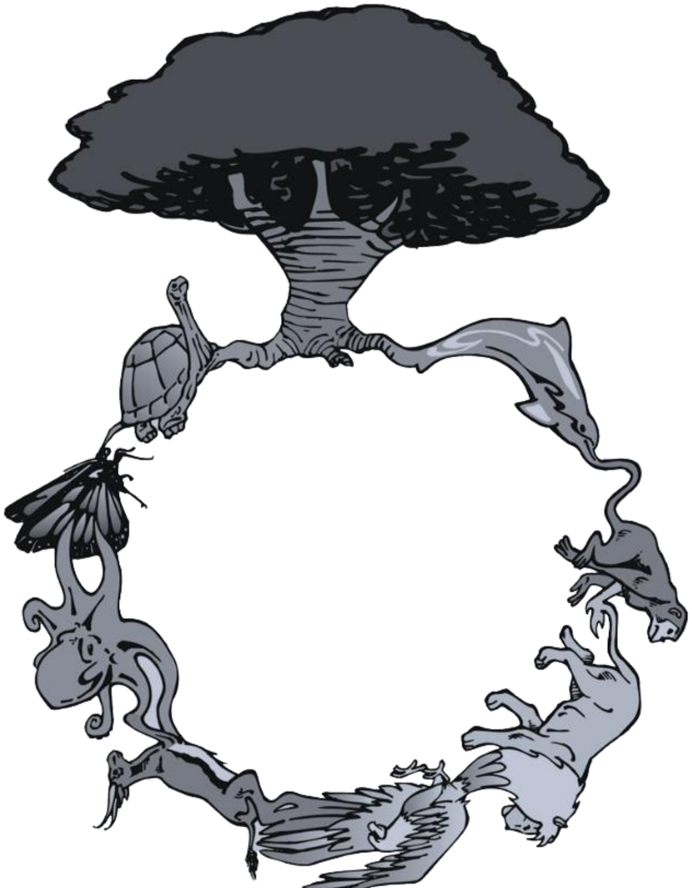
____

6. Emily's tent is big and the zipper works.

____

Unit 9

Food Chain



- Sort the words in the box.

mushroom	**horse**
grass	**worm**
eagle	**flower**
bacteria	**bear**
tree	**fish**

Producer	Consumer	Decomposer

Grammar

Past Perfect Tense

The past perfect tense refers to a time earlier than before now. It is used to show that one event happened before another in the past.

Form:

Subject + had + Verb (3) (past participle) +

complement

Past perfect tense is often used with the words **just**, **when**, and **already.** The word **just** goes before the main verb. The word **when** is used before the second clause in the sentence. **Already** is used in the same way as present perfect tense.

Examples:

- The train **had just left** when I arrived at the station.
- When you showed up, I **had just started** cooking dinner.
- She **had already finished** her breakfast when he called her.

- Write the correct form of the past perfect tense verb in the blank.

1. He ____________ (send) the letter when he realized that he had used the wrong name.
2. She ______________ (forget) how good the pizza tasted in New York.
3. Medya _____________ (sing) the song so beautifully that the whole theater was in tears.
4. The doctor _____________ (speak) to the children about the dangers of smoking, but not all of them listened.
5. Nouri _____________ (wave) at her, but she had not seen him.
6. The phone _______________ (just/stop) ringing when I heard a knock at the door.
7. She _______________ (already/print) the document when she noticed the mistake.
8. It was only after Lorin ____________ (return) the book that she realized she was at the wrong library.

- Write sentences in the past perfect tense using the verbs below.

eat - hunt - grow
protect - clean

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Unit 10

Car Crash!

Grammar

Past Perfect Tense

Negative Form:

Subject + had not + Verb (3) (past participle) + Complement

Example:

- I **hadn't slept** in two days when I took the exam.

Interrogative Form:

1. Had + Subject + Verb (3) (past participle) + Complement + ?

2. Question word + had + Subject + Verb (3) (past participle) + Complement + ?

Examples:

- **Had** you **read** the book before you took the exam?
- How **had** she **written** the whole book in a week?

- Make negative statements from the sentences below.

1. He had called her three times.

   He had not called her three times.

2. I had decided on a plan to surprise my friend on her birthday.

3. He had slept very well.

4. Zana had left the building.

5. The girl had bought the last movie ticket.

6. The teacher had graded all of the student's exams the night before.

7. Maya had exercised that morning.

8. The firefighters had put out the fire when the cat came running out of the building.

- Make questions from the sentences below.

1. You had completed your work.

   Had you completed your work?

2. I had thought about my future.

3. You had passed the ball to your friend.

4. Ronahi had moved the sofa downstairs.

5. He had stood in the rain all day.

6. We had used up all of our new pencils.

7. Armanj had taken all of his medicine.

8. She had saved all the information on the computer.

- Write a letter to someone you know who is an unsafe driver. Tell them how and why they should drive safely.

Dear ______________,

____

____

____

____

____

____

From ____________________

Unit 11

Power of Nature: Volcanoes

Grammar

Relative Clauses

Relative clauses are parts of a sentence which are not necessary, but add more information to the sentence. If you remove them, the sentence still works. There are two types of relative clauses: **defining clauses** and **non-defining clauses**. Relative clauses begin with **relative pronouns**, like **who, that,** or **which.**

	Person	Thing	Place	Time
Subject	who/that	which/that		
Object	who/whom/that	which/that	where	when
Possessive	whose	whose		

Defining clauses tell us which person or thing we are talking about in a larger group of people or things. The meaning of the sentence changes a lot if you remove them.

Examples:

- The man **who caused the car crash** was arrested.
- An elephant is an animal **that lives in hot countries.**

Non-defining clauses give us more information about a person or thing. If it is removed from the sentence, some detail is lost, but the meaning remains the same.

Examples:

- My grandfather, **who is 90 years old**, lives in Raqqa.
- The envelope, **which was blue**, was sitting on the table.

Note: When the relative pronoun is the object of the clause, it can be removed:

That was the best film **(that) I have ever seen.**

Math is a subject **(that) everyone should know.**

- Read the text. Draw parentheses () around all the relative clauses.

Mount Vesuvius, which is located near Naples, Italy, is one of the most famous volcanoes in the world. The eruption that happened in the year 79 is the most well-known. Pliny the Younger, who lived in Rome at the time, wrote about the days before the eruption. Though they saw the smoke and felt the earthquakes that came from the mountain, they didn't know what was happening. Pompeii, the town below Mt. Vesuvius where 20,000 people lived, was completely unprepared. The city, which was buried under volcanic ash, was forgotten until historians found it again in the 1700s. The ash had preserved the city.

Buildings, paintings, and houses, which would have normally been destroyed, survived for hundreds of years. Now, the city of Pompeii, whose beautiful artifacts and historic sites give historians lots of information about Roman life, is one of the most famous tourist attractions in Italy.

- Rewrite the two sentences as one sentence using a relative clause.

1. Pompeii was rediscovered in the 1700s.
   Pompeii is one of Italy's most important historic sites.
   <u>Pompeii, which was rediscovered in the 1700s, is one of Italy's most important historic sites.</u>

2. Many artifacts were found in Pompeii.
   Many artifacts were moved to a museum in Naples.
   ____
   ____

3. Pompeii receives more than two million visitors a year.
   Pompeii is now a national park.
   ____
   ____

4. The air around Mt. Vesuvius was at least 250°C.
   The air around Mt. Vesuvius was hot enough to kill a human instantly.
   ____
   ____

5. Pompeii was covered in several meters of rocks and ash.
   The rocks and ash rained down on the city for six hours.

   ____

   ____

6. Pliny the Younger lived in Pompeii.
   Pliny the Younger wrote that the eruption turned the sky black.

   ____

   ____

7. The ash cloud from Mt. Vesuvius was over 30 kilometers tall.
   The ash cloud from Mt. Vesuvius frightened the people of Pompeii.

   ____

   ____

8. The theater was destroyed in the eruption.
   People often watched plays in the theater.

   ____

   ____

Unit 12

Historic Sites

Grammar

Ability Verbs

Ability verbs are used to talk about if someone is able to do something. There are two types of ability: **general ability** and **specific ability.**

General ability is something that, once you have learned it, you can do it any time, like reading or speaking a language.

Specific ability is something you can or can't do in a specific situation, like lifting something heavy.

Present Tense:

Can/can't (for both general and specific ability)

Examples:

- I **can** speak German. (general ability)
- I **can't** lift that heavy box. (specific ability)

Future Tense:

will/won't be able to (general or specific ability)

can/can't (specific ability)

Examples:

- He **won't be able to** speak German in a week. It will take months. (general ability)
- I **can** help you with your homework tomorrow. (specific ability)

-Write the correct ability verb (can, can't, will/won't be able to) in the blanks.

1. I _____________ climb that hill right now. I am too tired.
2. Aisha _____________ swim very well. She has taken swimming lessons for three years.
3. After a few more lessons, he ______________ type very quickly.
4. I _____________ come to the meeting tomorrow. I have to go to the doctor.
5. Rizgar ______________ ride a bicycle. He never learned how.
6. The actors ________________ to arrive to the theater by eight o'clock.

- If you could live in any time in history, when would you live? Write a paragraph.

____

____

____

____

____

____

- If the action is allowed at an historic site, mark it with (√). If it is not allowed, mark it with (×).

1. Taking pictures ☐
2. Picking up artifacts ☐
3. Touching walls or paintings ☐
4. Asking questions about the site ☐
5. Taking an artifact home as a souvenir ☐
6. Walking on historic walls or buildings ☐

Unit 13

Types of Intelligence

Grammar

Ability Verbs

Ability verbs are used to talk about if someone is able to do something.

Past Tense:

could/couldn't (general ability)

was able to/couldn't (specific ability)

Examples:

- I **could** read when I was four years old. (general)
- I **was able to** find your house without a map. (specific)

-Write the correct ability verb (could, couldn't, was able to) in the blanks.

1. _____________ you swim when you were ten years old?
2. Carl ______________ drive a car until he was an adult. He only learned after his 30th birthday.
3. Azad ___________ speak French when he lived in France, but he has forgotten most of it now.
4. I ______________ understand what he was saying. He was speaking too fast.
5. Though it took her a long time, finally Mary _______________ find my house without a map.
6. I ______________ run as fast as the other people in the race. I came in last place!

- Read the sentence. Write down which type of intelligence you think the person has.

1. Hassan always remembers the words to songs.

   He has ____________ intelligence.

2. Shireen knows the names of hundreds of types of plants and animals that live in the forest. She spends a lot of time outside. She has ____________ intelligence.

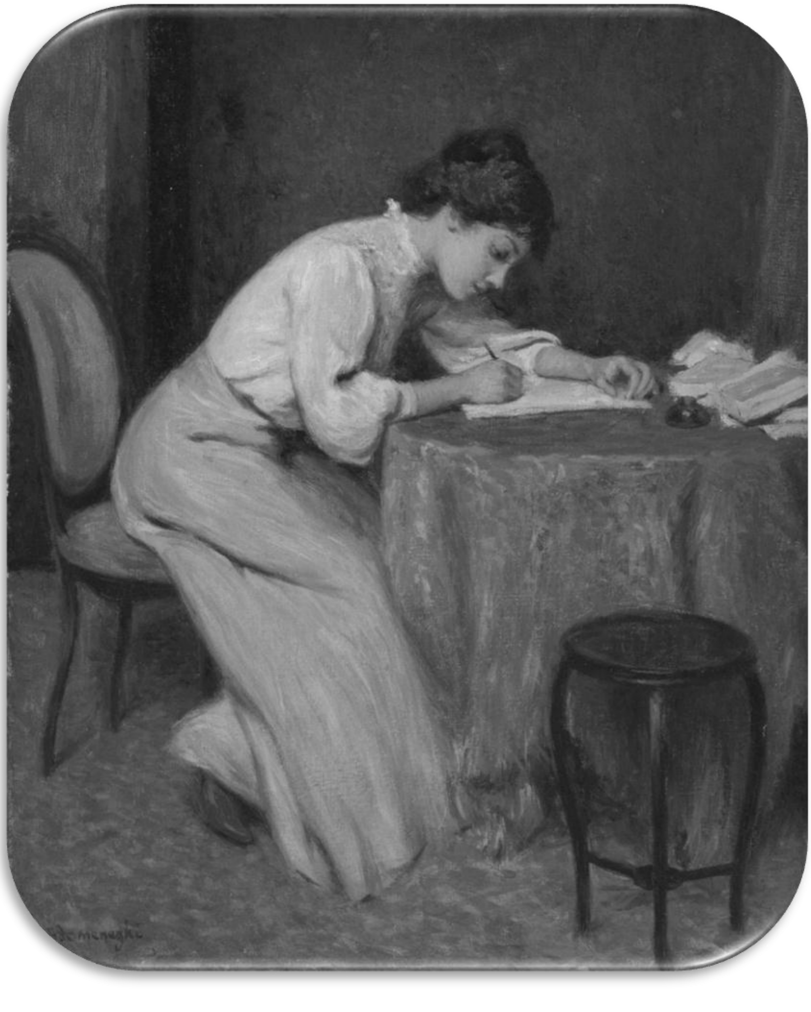
3. Tommy can understand very difficult books. He loves to read books for university-level students. He has __________ intelligence.

4. Feyrouz likes to work alone and understands herself very well. She has _____________ intelligence.

5. Metin is great at sports. He plays basketball and football. He also likes to build things with his hands. He has ______________ intelligence.
6. Lauren likes to have group discussions. She can tell how her friends are feeling, even if they don't tell her. She has _______________ intelligence.
7. Aram never gets lost. He is an expert at reading maps. He also understands a subject better if there is a chart or table included. He has _____________ intelligence.
8. Gulan is a math genius. She loves numbers and can solve any math problem. She has _____________ intelligence.

Unit 14

Famous Writers



Grammar

Future Simple Tense

The future simple tense is used for a time later than now. It expresses facts. It is often used with words like **tomorrow**, **next week/month/year**, etc.

Form:

Subject + will + Verb (1) + Complement

It is used to predict a future event:

- Germany **will win** the match tomorrow.

It is used to express a decision:

- I **will pay** for your lunch.

It is used to express willingness, or wanting to do something:

- I **will wash** the dishes.

Negative Form:

Subject + will not + Verb (1) + Complement

It is used to express unwillingness, or **not** wanting to do something:

- I **will not eat** this. I don't like onions.
- She **won't leave** until you answer her question.

Interrogative Form:

1. Will/Shall + Subject + Verb (1) + Complement + ?
2. Question word + will/shall + Subject + Verb (1) + Complement + ?

It is used to give an invitation:

- **Will** you **have** dinner with me?

Note: When making a suggestion or asking for advice, English speakers often use the word **shall** instead of **will. For example:**

When making a suggestion:

- **Shall** we **go** to the cinema tonight?

When asking for advice:

- What **shall** I **tell** her about the film?

When making an offer:

- **Shall** I **pour** you a cup of tea?

- Rewrite the sentences in simple future tense.

1. She writes children's books.
2. We play tennis.
3. Ismat climbs the tree.
4. I fly from London to Beijing.
5. Isho votes for the president.
6. Stephanie teaches at university.
7. My father reminds me to bring my bag to school.
8. Ayoub catches the ball.

- Make negative statements from the sentences below.

1. Akram will come to the football game.

2. I will look for your lost pen.

3. Dilgesh will laugh when he hears your story.

4. They will work all day tomorrow.

- Make questions from the sentences below.

1. They will stop that dog's barking.

2. We will join the football club together.

3. You will return the broken TV to the store next Monday.

4. Zain will enjoy the party.

- Write a paragraph about a famous writer that you know.

<u>**Shakespeare's Expressions**</u>

Shakespeare invented many expressions in English that are commonly used in conversation today. Here are some famous phrases first found in Shakespeare's plays:

"forever and a day"

From *As You Like It*

If something continues for "forever and a day", it takes a very, very long time.

"heart of gold"

From *Henry V*

If someone has a "heart of gold", it means they are very kind.

"in a pickle"

From *The Tempest*

When someone is "in a pickle", it means they are in a difficult situation.

"good riddance"

From *The Merchant of Venice*

When someone says "good riddance" to something, it means they are getting rid of something or someone they don't like.

Lesson Distribution Plan for the Academic Year

The week / The month	The first week	The second week	The third week	The fourth week
September			Unit 1	Unit 2
October	Unit 2	Unit 3	Unit 3	Unit 4
November	Unit 4	Unit 5	Unit 5	Unit 6
December	Unit 6	Unit 7	Unit 7	Unit 8
January	Unit 8	**Evaluation**	**Holiday**	**Holiday**
February	Unit 9	Unit 9	Unit 10	Unit 10
March	Unit 11	Unit 11	Unit 12	Unit 12
April	Unit 13	Unit 13	Unit 14	Unit 14
May	Unit 14	**Evaluation**		